

SANDY RUN ELEMENTARY

450 Old Swamp Road
Swansea, SC 29160

GRADES PK-8 Elementary School

ENROLLMENT 375 Students

PRINCIPAL Edmond L Nelson 803-791-8866

SUPERINTENDENT Dr. Shirley Martin 803-655-7310

BOARD CHAIR Michael Drake 803-655-5034

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	51	46	0	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	Yes

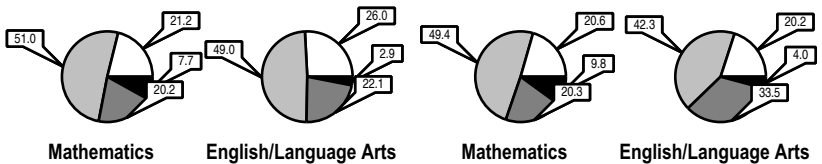
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	231	100.0	23.8	51.0	21.0	4.3	36.2	Yes	Yes
Gender									
Male	106	100.0	33.7	52.2	14.1	0.0	28.3		
Female	125	100.0	16.1	50.0	26.3	7.6	42.4		
Racial/Ethnic Group									
White	136	100.0	17.7	47.6	29.0	5.6	45.2	Yes	Yes
African-American	90	100.0	32.9	57.3	7.3	2.4	22.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	202	100.0	19.0	52.7	23.4	4.9	40.8		
Disabled	29	100.0	57.7	38.5	3.8	0.0	3.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	231	100.0	23.8	51.0	21.0	4.3	36.2		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	23.6	51.4	20.7	4.3	36.1		
Socio-Economic Status									
Subsidized meals	152	100.0	25.9	54.1	15.6	4.4	32.6	Yes	Yes
Full-pay meals	79	100.0	20.0	45.3	30.7	4.0	42.7		

Mathematics - State Performance Objective = 15.5%									
All Students	231	100.0	24.8	48.6	19.0	7.6	41.0	Yes	Yes
Gender									
Male	106	100.0	30.4	52.2	15.2	2.2	31.5		
Female	125	100.0	20.3	45.8	22.0	11.9	48.3		
Racial/Ethnic Group									
White	136	100.0	19.4	46.8	22.6	11.3	47.6	Yes	Yes
African-American	90	100.0	32.9	52.4	13.4	1.2	29.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	202	100.0	20.1	50.5	20.7	8.7	44.6		
Disabled	29	100.0	57.7	34.6	7.7	0.0	15.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	231	100.0	24.8	48.6	19.0	7.6	41.0		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	24.5	48.6	19.2	7.7	40.9		
Socio-Economic Status									
Subsidized meals	152	100.0	25.2	54.1	15.6	5.2	36.3	Yes	Yes
Full-pay meals	79	100.0	24.0	38.7	25.3	12.0	49.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	42	95.2	9.7	48.4	41.9	N/A	41.9
	Grade 4	45	100.0	24.2	51.5	24.2	N/A	24.2
	Grade 5	44	100.0	38.9	50.0	11.1	N/A	11.1
	Grade 6	45	97.8	35.3	44.1	20.6	N/A	20.6
	Grade 7	51	100.0	22.0	41.5	36.6	N/A	36.6
	Grade 8	55	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	31	100.0	16.1	41.9	35.5	6.5	41.9
	Grade 4	42	100.0	33.3	50.0	16.7	N/A	16.7
	Grade 5	44	100.0	31.0	54.8	11.9	2.4	14.3
	Grade 6	33	100.0	27.3	51.5	21.2	N/A	21.2
	Grade 7	37	100.0	19.4	63.9	13.9	2.8	16.7
	Grade 8	44	100.0	23.8	45.2	19.0	11.9	31.0
Mathematics								
2003	Grade 3	42	100.0	15.6	75.0	9.4	N/A	9.4
	Grade 4	45	100.0	36.4	54.5	3.0	6.1	9.1
	Grade 5	44	100.0	38.9	50.0	11.1	N/A	11.1
	Grade 6	45	100.0	20.6	38.2	32.4	8.8	41.2
	Grade 7	51	100.0	29.3	48.8	12.2	9.8	22.0
	Grade 8	55	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	31	100.0	9.7	45.2	35.5	9.7	45.2
	Grade 4	42	100.0	31.0	47.6	19.0	2.4	21.4
	Grade 5	44	100.0	26.2	57.1	7.1	9.5	16.7
	Grade 6	33	100.0	21.2	45.5	24.2	9.1	33.3
	Grade 7	37	100.0	16.7	52.8	22.2	8.3	30.6
	Grade 8	44	100.0	45.2	42.9	7.1	4.8	11.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 375)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.0%	Up from 2.3%	3.0%	2.7%
Attendance rate	95.4%	Up from 90.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.0%		5.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%		4.2%	3.5%
Eligible for gifted and talented	12.6%	Down from 13.8%	13.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.0%	Up from 5.7%	9.6%	8.2%
Older than usual for grade	3.5%	Up from 0.3%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.0%	Up from 0.0%	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	58.1%	Up from 47.1%	50.0%	51.4%
Continuing contract teachers	90.3%	Down from 91.2%	89.1%	87.5%
Highly qualified teachers**	96.2%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	3.3%		0.0%	0.0%
Teachers returning from previous year	89.5%	Down from 90.0%	86.5%	86.7%
Teacher attendance rate	94.9%	Up from 94.2%	94.7%	94.9%
Average teacher salary	\$43,465	Up 4.3%	\$40,518	\$40,760
Prof. development days/teacher	10.1 days	Up from 5.0 days	12.5 days	12.4 days

School				
Principal's years at school	5.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	12.4 to 1	Down from 15.9 to 1	18.9 to 1	18.9 to 1
Prime instructional time	88.3%	Up from 83.2%	89.7%	90.0%
Dollars spent per pupil*	\$5,727	Down 5.6%	\$5,763	\$6,044
Percent of expenditures for teacher salaries*	68.9%	Up from 65.9%	66.0%	65.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	32.0%	Up from 27.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was very stressful at Sandy Run School. Most of this unfortunate stress was caused by a ruling from the United States Justice Department's that requires Sandy Run School to send our sixth, seventh, and eight grades to another school beginning with the 2004-2005 school year. This Justice Department action has been a three year process that has disrupted our students, staff, and community.

Even though this unfortunate situation occurred, our students still performed well academically. Over the last two school years, mainly because of this forced Justice Department action, some students and staff were forced to leave schools they previously were assigned to and come to Sandy Run School. In a like manner, some students and staff who were assigned to Sandy Run School were forced to leave Sandy Run School and go to other schools. This caused considerable tension and motivation problems. In spite of this terrible situation, our staff and students stayed focused on the teaching/learning process. The ABSOLUTE RATING for our middle school on the 2003 administration of PACT was AVERAGE. The ABSOLUTE RATING for our elementary school was GOOD on the 2003 administration of PACT.

Sandy Run School continues to receive outstanding community support. Many business, civic organization, and individuals contribute regularly to our school. These contributions consist not only of financial gifts, but also volunteer work. Again, this year, the PTO has been extremely active and successful. However, the recent Justice Department action has caused great disappointment within the Sandy Run Community.

We look forward to next school year! We are hopeful that the recent unfortunate situation will be corrected and Sandy Run School can again begin to grow and focus completely on providing an excellent instructional environment for our students.

Mr. Edmond L. Nelson, Principal

Mrs. Barbara Porterfield, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	39	53
Percent satisfied with learning environment	100.0%	82.1%	78.8%
Percent satisfied with social and physical environment	96.0%	84.2%	82.0%
Percent satisfied with home-school relations	96.2%	78.8%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.